

**THE IMPLEMENTATION OF SONGS TO INCREASE STUDENTS'  
VOCABULARY MASTERY AT THE BRIGHT KIDDIE KINDERGARTEN  
SURABAYA**



by

**ELISA MARTA PRAWETI  
201510560211006**

**A Thesis Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Master of Education  
in English Language Education**

**DIRECTORATE OF POSTGRADUATE PROGRAM**

**UNIVERSITAS MUHAMMADIYAH MALANG**

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# **The Implementation of Songs to Increase Students' Vocabulary Mastery at Bright Kiddie Kindergarten Surabaya**

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## **Abstract**

This current study is a classroom action research. It was held by a problem from the Most of parent of Bright Kiddie Students' force their children to learn speak, read and write English as soon as possible because they have high ambition that their children should speak English quickly. According to Brewster et al. (2002) said "pressure to introduce early English learning has often come from parents."

The implementation of songs was designing to increase vocabulary skills of Bright Kiddie Kindergarten Students because Young learners could develop many parts of them, their knowledge, and their feelings and also aid them to make senses by using songs said Parlakian & Lerner (2020). With songs many activities fit to relaxing, fun learning tools, and natural in developing children's language. This research conducted in 2 cycles, consisting planning, action, observation and reflection in each cycle. The data were analyzed based on students' vocabulary test and teachers' field notes.

There were two conclusions getting from this research finding and the data analysis; Firstly, by using English song in teaching learning process could increase students' vocabulary ability. The second, students fell fun in learning English. In cycle one result showed that young learners' achievements increase after the teacher using songs. The achievement of pre-test was 0 student got very satisfy the achievement of post-1 was 60% students doing well. In cycle two, the achievement increase become 86,7 % got satisfy and 0 students got insufficient achievement. It occur increasing amount 26.7 % from the pre-test one and pretest two about students who is doing well in this research. Base on the result in both of cycles above shown that there was significant increasing from students' achievement in learning vocabulary by using songs.

**Keywords:** Songs, Vocabulary, Young learners

## MOTTO AND DEDICATION

- Expect the highest level of life, but accept the lowest level of life!
- Success begins with the adversity.
- Never feel able, but always want to be able.

### DEDICATION:

*To the most precious people to my heart, to the ones who gave birth and meaning to my life, to the ones who have provided me with their encouragement, love and understanding, to dear mother (Suliswati) and beloved father (Edi Prayitno) I dedicated this work. This work is also dedicated to my beloved husband (Arie). To all my friends who have been supportive, caring and patient, I dedicated this simple work to all those who love me.*

## LETTER OF STATEMENT

I, the undersigned:

Name : **ELISA MARTA PRAWETI**  
NIM : **201510560211006**  
Study Program : **Magister of English Education**

Hereby, declare that:

- 1 The thesis entitled: **THE IMPLEMENTATION OF SONGS TO INCREASE STUDENTS' VOCABULARY MASTERY AT BRIGHT KIDDIE KINDERGARTEN SURABAYA** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
- 2 If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
- 3 This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 8 September 2020

The Writer,



**ELISA MARTA PRAWETI**

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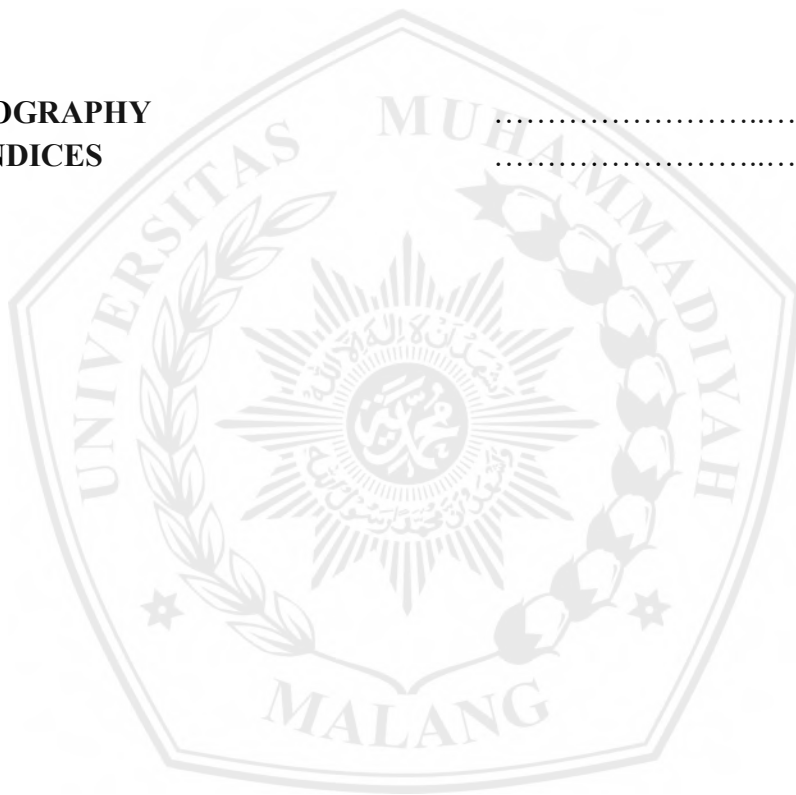
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## INTRODUCTION

In order to link all information required in this research, it is important to present introduction part in the first chapter. In this chapter, the writer tries to discuss the background of the study, the research question, and the purposes of the study, the significance of the study, the scope and limitation, and the definition of the key terms. Each section is presented below.

There are many reasons why we should learn foreign language in the early period. According Eric Lenneberg (1967) about his theory named “Critical Period” it was said that younger learners are better achieving the native-like fluency than adults. This believes made the parents decided to choose schools with English curriculum and English as a one of subject learning to the initial stage. English is a foreign language in Indonesia. Some researchers agree that sooner children learn English, the easier they can master the language and the culture (Taylor and Taylor, 1990; Snow, 1993; and Gawi, 2012).

The government in Indonesia arrange that when the child is born the education will started to the age of approximately six years old (Regulation no.20,2003) . This regulation gives young learners in the initial stage could obtain stimulations for their cognitive and motoric skill.

Respect of the teachers is the key how to facilitate young learners as a second language. Regarding this, Cameron (2001) students should follow the materials with enthusiasm and willingness that suggested by teachers to may help young learners overcome learning’s problems. TPR, games, find object, and many more techniques are applied by the teachers in teaching English with various activities. Children as young learners suitable with fun activity that can make them enjoy in learning and be active and enthusiastic in following the lesson. TPR is one of effective method of teaching foreign language to young learners. Mustafa (2008) stated that the natural response of young learners come from the understanding a command from physical response. Regarding this, Philips (2004) says that Total Physical Response is a useful and adaptable teaching technique especially for primary students. Applying this method, young learners as

students can listen to their teachers' instruction during teaching learning process. In addition, this method also made some enjoyment and fun for young learners.

However, the important aspects of foreign language teaching is the activities while teaching learning process must be fun exercise for the students (Jasmine, 2013). The accuracy in instructional strategy will involve students' achieving because the condition of the students are different, (1) children who came from non-native speaker country or English as second or foreign language may find harder to learn English (McLaughlin, Blanchard, and Osanai, 1995); (2) in the Golden Age the students will easy to understand the teacher (Law, Rush, and Clegg, 2014). Fauziati (2010) stated teaching English to young learners is not only language to concern. Teaching young learner is a big challenge to us as a teacher because they have short concentration and we teach something absolutely new for them.

Young learners could develop many parts of them, their knowledge, and their feelings and also aid them to make senses by using songs said Parlakian & Lerner (2020). With songs many activities fit to relaxing, fun learning tools, and natural in developing children's language.

Together with cognitive theory favoring the use of music and songs in language learning and foreign language learning, several research studies in a variety of contexts have been carried out. A wide range of rationales have been provided for such studies. Some of them have been focused on the motivational features of songs and how these help create a more relaxed learning environment, (Ajibade and Ndububa , 2008; Coyle and Gracia, 2014; Duarte Romero, Tinjacá Bernal, and Carrero Olivares, 2012), while other studies have emphasized the cognitive and linguistic facets of songs and how they help vocabulary and language learning (Coyle and Gracia, 2014; Chou, 2012; Davis and Fan, 2016).

Vocabulary is the main point to learn English [Iham 2002]. It is the first step to learn English because without knowing a lot of vocabulary in English, the students will get difficulties in mastering English.

As argued by Sedita (2005), students' vocabulary knowledge is always related to their educational achievement. He further points out, those students who have a wide vocabulary repertoire can understand new ideas and concepts more quickly than those who have limited knowledge on vocabulary. Neuman & Dwyer, (2009) also agree with this. They said students with limited vocabulary knowledge face challenges to learn new words.

In the light of the importance and effectiveness of implementing songs in teaching a foreign language to very young learners, this study will examine the efficiency of songs to very young learner on developing English vocabulary at Bright Kiddie kindergarten.

The researcher had a preliminary study to found problems in teaching learning process. The researcher did interview and observation to English Teacher and the principle before implementing CAR. Also preliminary observation about the background of the students and the teaching learning process in the kindergarten A students of Bright Kiddie Kindergarten School.

Bright Kiddie kindergarten has motto "Multi language, Multi culture Fun learning", so that's why the students have different background knowledge of English vocabulary. Most of parents force their children to learn speak, read and write English as soon as possible because they have high ambition that their children should speak English quickly. That is why many parents send their children in the initial stage to go to school which has English background of teaching and learning. According to Brewster et al. (2002) said "pressure to introduce early English learning has often come from parents."

### **Statement of the Problem**

In regards to the background of the study, the researcher intends to formulate these following problems:

"Does songs improve English Vocabulary Mastery at Bright Kiddie Kindergarten School?"

### **Purposes of the Study**

Based on the statements of the problem above, the objective of the study is:

“To know how the students’ responses to the implementation of songs to increase their vocabulary Mastery at Bright Kiddie Kindergarten Surabaya”.

### **Significance of the Study**

This research it has been done give important contribution for the teachers in teaching vocabulary to young learners. This research is expected to give knowledge about how to choose fun activities based on the theme with song, improve their competence, and also get ideas about what to be taught and what is required in their teaching.

### **Scope and Limitation of the Study**

The scope of this study is about the implementation of the appropriate technique to improve the students’ vocabulary skill. There are some techniques, methods and strategies in improving vocabulary skill than the researcher limits the study on one of technique by using song to improve the students’ vocabulary skill. The limitation of this research is the kindergarten A students’ at Bright Kiddie kindergarten that consist of 15 students, 7 are girls and 6 are boys. There are 2 teachers in each class, one is main teacher and the other is assistance. The researcher will implement the songs using classroom action research design and will record the students’ scores from their daily performance, pre-test, and post-test.

### **Definition of the Key Terms**

- Young learner

Young learners are referring to a student in five to ten years old (Scott and Ytreberg 1993:1). Reilly and Sheila (2003:3) define young learners as children who have not yet started compulsory schooling and have not yet started to read and can mean children up to the age of seven.

- Songs

A song is a composition made up of lyrics and music, with the intent of the lyric being sung, for the purpose of producing a proportionate feeling or emotion in relation to a particular matter (Jonguea, 2015).



In addition Cameroon (2001) argue that to improve listening and vocabulary ability, the teacher can use the song as learning tolls to help the learners got lesson during the class.. Vocabulary

Seyed (2012) describes vocabulary as a key component for achievement, a fundamental factor language and thus of utmost importance to a language learner. Likewise, Schmitt (2008) thinks that vocabulary is important component for language mastery. Warning (2002) argues that vocabulary is an important foundation for successfully grasping a new language.

## **REVIEW OF RELATED LITERATURE**

This chapter reviews a number of related literatures which support the theoretical backgrounds used in the study, including the stage of learners, song in teaching vocabulary, the stage of implementing song in teaching vocabulary, maximizing the use of song and the benefit of using song.

### **Stage of learners**

There are some categorizes the learners' stages. These are some distinguishing the age and the characteristics of the learners.

### **Characteristics of young learners**

Regarded Piaget (in Pinter, 2006) explains that there are four states of developments to all children will go through: sensory-motor stage (from birth to two years age), pre-operational stage (from two to seven years age), concrete operational stage (from seven to eleven years ages), and the last is formal operational stage (from eleven years onwards). Young learners' usually have a great curiosity to try new things and to explore concrete to abstract things.

Children as a young learners learn best a community of learners in non-competitive environment (Mustafa, 2003). This principle implicates that individual competition should be avoided because it can be stressful and overwhelm them.

## **Using English Songs in Teaching Vocabulary**

Salcedo (2010) examined the effects of song in the foreign language classroom on the text recall and involuntary rehearsal. The relationship between language and song/music was also investigated by Murphy. He introduces the notion song-stuck-in-my-head (S.SIMH). Other studies have investigated the effects of the use of songs on lexical learning within school projects (Legg, 2009; Li & Brand, 2009).

In an article with the title “Teaching English through Songs”, Lo and Li (2001) stated that in learning English there are four language skills can be increase by using songs in classroom activity. Gatbonton and Segalowitz (2001) also mentioned that students automaticity occur in learning language proses by using songs and develop non-communicative environment.

This research providing support to educators who wish to integrate music and musical instruction into their early language teaching and literacy programs in schools. It also tries to explore how to improve of new vocabulary when applied to preschool young English language learners.

### **Principle of Song Selection Criteria**

Cite on world scientific news by Anna Kuśnierek (2016) there are no strict rules teachers should obey when selecting a song for a language work, but there are several factors lecturers should take into consideration. Griffiee (1992) categorizes the criteria into four groups: class, teacher, classroom opportunities and music.

Songs can provide the opportunity for vocabulary practice. The song *Head, Shoulders, Knees and Toes*, for example, could be used to review body parts, or the song *I Can Sing a Rainbow* might be useful for reviewing color names. Most children’s songs are characterized by monosyllabic words, many of which are frequently repeated. This repetition offers greater exposure to these words and can help to improve vocabulary acquisition.

## **Type of vocabulary**

The following information was based on information from Judy K. M. book: *The Bridge of Vocabulary: Evidence Based Activities for Academic Success* (NcS Pearson Inc, 2007). The first constitute spoken vocabulary and the last, written vocabulary. Children begin to acquire listening and speaking vocabularies before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type vocabularies has a different purposes and luckily. Here are the explanation from type of vocabulary:

1. *Listening Vocabulary*: the words we hear and understand. Children who are completely deaf do not get exposed to a listening vocabulary (Tompkins, 2005).
2. *Speaking Vocabulary*: the words we use when we speak. Our speaking vocabulary is relatively limited, adults use more words than children for all their conversation and instructions.
3. *Reading Vocabulary*: the words we understand when we read the text. We can read and understand many words that we do not use in our speaking vocabulary.
4. *Writing Vocabulary*: the words we can retrieve when we write to express ourselves.

We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing.

## **The steps implementing song in teaching vocabulary**

Here some steps to teach vocabulary using song, How to use songs as a task, how to develop the songs and the stage of a song as task.

## Songs as Tasks

One way to maximize teaching learning goal is to developing songs into language learning tasks. Cameroon (2001) song is useful tools for teaching language.

Cameroon (2001) defines a task as young learners' activity that children follow in. below is list that the teachers should concern before made tasks for young learners that learn foreign language.

- Classroom tasks for children learning a foreign language

  - Have coherence and unity for learners  
(From topic, activity and outcome)
  - Have meaning and purpose for learners
  - Have clear language learning goals
  - Have a beginning and an end
  - Involve the learners actively

Figure 1. Classroom tasks for children learning a foreign language from Cameron, 2001, p. 31.

These features give benefit to teacher for designing and analyzing a lesson plan before giving a task to young learners that learn foreign language; for researcher these features could develop students' comprehension in teaching learning (Cameroon, 2001).

In addition to these five features, Cameron (2001) also reports that tasks for young learners should have three stages: first is preparation next is core activity and the last is follow-up.

## Developing a Song into Tasks

The Wheels on the Bus, one of popular children's song often sung by children in the some countries like U.K, U.S, and also Indonesia, is used here to intend how a song could be developed in to a task in language learning activity.



The wheels on the bus go round and round,  
round and round,  
round and round.  
The wheels on the bus go round and round,  
all day long.

Figure 2. The lyrics to the first stanza of *The Wheels on the Bus*

From these feature, we can get some point that suitable between song and learning targets. Some monosyllabic words are repeated in several times in those lyrics in the same tone. The phrases are short and composed of easy vocabulary.

### The Three Stages of Song as Task

Cameron (2001) states that once identified, can be analyzed, adapted or expanded are the stages to made tasks for young learners. Let's have a look in the following labels:



Figure 3. Three Stages in "Task" for Young Learners from Cameron (2001, p. 32)

Cameron argues there are 3 stages to modify a task, start with preparation, then core activity and the last follow up. Cameron (2001) emphasizes that core activity is become heart of a task and without the core activity, a task with would fail. From these figure might consist of pre-teaching, teaching vocabulary based on the theme and follow up activity for the last.

### Preparation stage

Determined the aim of the task is singing the song in the core activity stage: it is useful to activate the vocabulary in the preparation stage. Activating vocabulary is one of the ways using the flash card. For example "Bus" to elicit vocabulary in word, phrase and sentence. Start with simple question like "who is he" while the teacher point to the picture bus driver, students answer "a driver". Next the teacher asks "what does the driver do?" students answer "he drives a bus". The teacher point to the wheels' picture and ask

“what is this?” students answer “wheels”. And the teacher initiates asking “how do the wheels move?” students replay “the wheels go round”.

### **Core Stage**

In core stage, better to the teacher invites the students to sing the song in several times. First time the teachers persuade the students to sing together with the movement than the students could sing in group or by him/her to show the performance. By doing that activity the students gain the their confidence to perform in front of the audience, also the students feel good in singing with the movement like make circle shape from their hands while mentioning the word round.

### **Follow-up stage**

The follow-up stage should attempt to build on the successful completion of the core stage. It depends on the circumstances of the teacher. In this stage the teachers could review the vocabulary given role-play situation to develop students’ speaking skills.

### **Technique for Teaching Vocabulary by Using Song**

The teacher could prefer some point below according to Nation (2001) before choose suitable technique could be making the young learners’ students interesting to the subject teaching.

- 1) The vocabulary given must be real object
- 2) Use a card or pictures as teaching aid
- 3) Express the vocabulary with Mime, Action and Gesture.
- 4) Variance of vocabulary
- 5) Mentioning a number of things one by one
- 6) Explain what the meaning of the vocabulary is
- 7) Synonyms the word
- 8) Antonyms, to explain the meaning of the word by giving opposite.
- 9) Definition
- 10) Polish equivalent

Teacher should pay attention to these facts, then presents the vocabulary and enables students to understand and using the language in proper way.

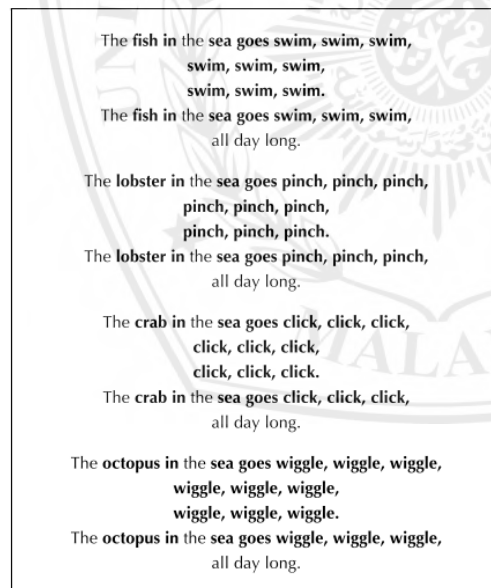
## Maximizing he Potential of Songs

Songs is one of tools as language learning tools to maximize the learners' potential. Transfer the word to the song might be one way in developing songs this activity could be done with preparation and done in core and follow-up stage.

## Creating Original Songs

Selecting a song that suitable with the theme and the students from many kinds of children songs could be the special challenge to the teacher. Some young learners' teacher do not have many repertoires and like to sing the song in same note.

Let's have a look in illustrates below, how the song made it. For examples the note of The Wheels on The Bus song' needs only minimum adaptation to change in different theme for teaching, below the examples it song become sea creatures' song.



The fish in the sea goes **swim, swim, swim,**  
**swim, swim, swim,**  
**swim, swim, swim.**  
The fish in the sea goes swim, swim, swim,  
all day long.

The lobster in the sea goes **pinch, pinch, pinch,**  
**pinch, pinch, pinch,**  
**pinch, pinch, pinch.**  
The lobster in the sea goes pinch, pinch, pinch,  
all day long.

The crab in the sea goes **click, click, click,**  
**click, click, click,**  
**click, click, click.**  
The crab in the sea goes **click, click, click,**  
all day long.

The octopus in the sea goes **wiggle, wiggle, wiggle,**  
**wiggle, wiggle, wiggle,**  
**wiggle, wiggle, wiggle.**  
The octopus in the sea goes wiggle, wiggle, wiggle,  
all day long.

Figure 4. The modified lyrics from the song *The Wheels on the Bus* (adaptations bolded)

Select words from vocabulary and change into the new song are the advantage for the teacher has been adapted song like that way.

### **The reasons in developing song**

It is common fact that children love playing, singing song and experiencing everything (English) with their senses. Accordingly Bourke (2006) asserts that a syllabus for young second language learners should be experientially appropriate and certainly contain songs, rhymes, and chants.

Here are the most remarkable characteristic of using songs in teaching young learners. Sevik (2011) concluded that:

1. Listening comprehension is the best taught through the songs.
2. Songs represent the strong feature of modern primary language program.
3. Songs may extend young learners' attention span.
4. Songs are regarded as an excellent memory tool.
5. Songs create a safe and natural classroom ethos.
6. Songs are extremely repetitive and result in language fluency.
7. Songs abound in cultural content.

### **The Importance of Using Songs in The Classroom**

An effective way in stimulate children brain while process deliver information is by using music stated Brown (2008).

A meaningful and appropriate activity like listen and read stories, sing a songs and read and listen the poem is for teaching listening will support the learners understand the target (Kirsch, 2008). According Ersoz (2007) in teaching young learners using songs, the teachers must choose the simple vocabulary and understandable lyric, and the song should relate to the theme.

### **The importance of vocabulary for the language learner**

Scrivener (1994) identified the importance of vocabulary for the language learner as being much more powerful than grammar. Koc and Bramber (1997) stated that in



order to communicate within the target language a substantial amount of vocabulary is needed.

The teacher should overcome the learners' difficulty to understand and produce the word in learning foreign language (Thombury, 2002).

### **The important of songs in teaching vocabulary to young learners**

Songs is useful tools in teaching vocabulary. Cite from Ningsih (2018) that songs can provide the opportunity of vocabulary practice. Teachers are using songs based on the theme or topic that can provided the context of vocabulary learning. According Millington (2011) songs can bring variety to the everyday classroom routine and create a relaxed atmosphere. Furthermore, Millington explained that by using songs the teacher can maintain classroom motivation, create stimulates interest and attention, and also help learners to reach higher levels of achievement.

Jennifer Lynn (2012) said hat music will trigger memories and emotion, emotion will trigger a person think of a song or a memory, and a memory will be formed using music and emotions as a base. Most children enjoy singing songs, and they can often be a welcome change from the routine of learning foreign language.

## **RESEARCH METHOD**

This part discusses the research design that includes 1) research design; 2) subjects of the study, 3) research procedure that involves: (a) problem identification, (b) planning, (c) implementation, (d) observation and (e) reflection; 4) research instrument and data collection techniques; and 5) data analysis.

### **Research Design**

The teacher as a researcher was applying Classroom Action Research (CAR) method in this research. According Susilo et al (2009) said to improve the system and the process in teaching and learning situation by conducting cycles and investigations in a research is called CAR.

Some characteristic of CAR (Susilo, 2009) was: CAR is used when the teachers find problems in teaching learning process in the class, planning, implementation teaching methods to solve problem in increasing of learning quality in the class, and increasing students' outcome. Cited at Kurnia C. (2017) according Lewin (2013), in applying CAR method there were proses consist of four steps; plan, action, observe, and reflection

This research used Classroom Action Research (CAR) as a method. This research data will be collected from a group of students in a definite class. The activity itself was conducted at Bight Kiddie Kindergarten School Surabaya. It was expected to increase the English vocabulary skills of the Kindrgarten A students at Bight Kiddie Kindergarten School Surabaya by using songs.

### **Research Subject**

Bight Kiddie Kindergarten School Surabaya was elected become the setting of the research. The reason why the researcher chooses this institution was because Bright Kiddie Kindergarten School becomes the first school who teach Cambridge curriculum in west Surabaya. This school is under the foundation of BELL Foundation.

The subject of this study was Kindergarten A Students of Bright kiddie Kindergarten School Surabaya that contains 15 students, 7 are boys and 8 are girls. The reasoning of selecting these students as the research subject was to begin CAR method from earlier period of study.

### **Research Procedure**

In this research, the cycles running depend on the achievement of the students. The first cycle was conducted based on the problem faced the researcher while teaching students' vocabulary subject. In lesson plan as a guideline in teaching the researcher mentioned some teaching media like song to teach vocabulary. Then, the researcher analyzed and discussed both the result of vocabulary test and observation done before. Each cycle in his research consisted of:

1) Planning. 2) Action. 3) Observation and Interpretation. 4) Analysis and Reflection.

In Classroom Action Research the cycle of the research happened repeatedly. If the achievement of the research neither were nor fulfilled in the first cycle, the second cycle would be conducted to make it better and soon. Arikunto (2006) describe the cycle of Classroom Action Research can be seen as follows:

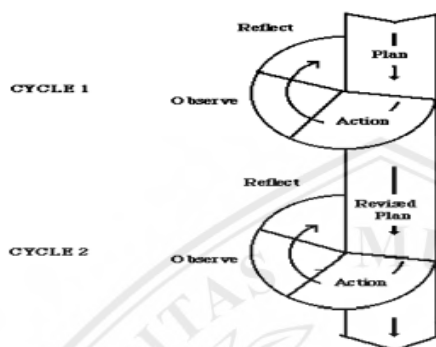


Figure 3.1 Cycle Action Research Model (Kemmis & McTaggart, 2002)

From the preliminary study, students' problem in mastery vocabulary knowledge is poor got by the researcher. Regarding with the result of the documents provided by the teachers, it was found out that the students' vocabulary was low because of the following obstacles, such as 1) the students had low knowledge English Vocabulary, 2) the students used English as second language, 3) the students were less interested in the lesson because the method used in teaching vocabulary to be monotonous so made them bored and have no motivation in learning vocabulary.

### Planning

Founding obstacles causes the students had low vocabulary knowledge, the researcher determine the planning before do the research: a) preparing teaching materials based on lesson plan; b) selecting topic of vocabulary; c) deciding kinds of song based on the topic; d) deciding the good criteria in teaching vocabulary. Besides, the researchers prepared the checklist to observe and evaluate students' activities during teaching learning process.

### **Designing Lesson Plan and Topics**

For the topic in lesson plan, the researcher discussed with the English teacher team between National curriculum and the school's curriculum which appropriate. In this semester, Bright Kiddie kindergarten A students' learned some topic such as: My Body, Things in The Classroom, About Me. Those were provided in the Appendices B and C.

### **Selecting Songs**

Songs can modify by the teachers become vocabulary practice. The test is based on a theme or topic that can provide the context for vocabulary learning prepared by the teacher. Most of children's songs are arranged by monosyllabic words and many of which are frequently repeated. This repetition offers greater exposure to these words and can help to improve vocabulary acquisition.

Songs also give a chance to develop automaticity which is the main cognitive reason for using songs in the classroom (Schoepp 2001). Automaticity is defined as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses" (A. kusnierek 2016).

### **Deciding the Criteria of Success**

The criteria were designed to measure whether the implementation of using songs to improve the students' vocabulary skill could be succeeded or failed. These criteria of the success used to decide whether the action research needs to do the next cycle or stopped. There were two ways decided in this research for criteria of success;

1. Observation. Observation is the part of the researcher observes the situation and condition of the students. The researcher helped by a homeroom teacher to observe and get the field notes the students' vocabulary ability through the implementation of song during teaching learning process in every meeting. When the students are active in following all the steps in applying song, than it means the application of songs was a success.



2. Test is distinguished into Pre-test, post-test 1 and post-test 2 of vocabulary assessment. From conducting the pre-test the researcher can measure the students' ability in vocabulary skill before the researcher implement the song in teaching learning process. Post-test 1 and post-test 2 conducted to measure students' progress after the researcher implement the song during class activity. The data of pre-test, post-test 1 & 2 were tabulated manually.

### **Implementing**

In Classroom Action Research, the role of the researcher is to examine the students with systematic and careful steps. In this step, the researcher delivered the lesson that has already been prepared. The researcher thought the material based on the lesson plan step by step as what has been explained in the concept above. One meeting took 30 minutes and there are three meetings in a week for each theme.

### **Observing**

The researcher observed in every meeting and write notes based on everything happens during teaching learning process. In this research test gave before and after teaching and learning process by the researcher with purposes to know the students prior knowledge, to see the students' understanding about vocabulary given; and the improving of students vocabulary mastery. After all, the lesson in a theme has been implemented to the class, the researcher did an evaluation by checking the observation form were prepared.

### **Reflecting**

The researcher analyzed the result of the observation gathered to reflect for the next cycle. As explained before, the next cycle or stage was conducted when the expected behavior failed to be achieved which mean less than 50% the students' achievement are poor, the researcher re-do the teaching by using new materials and treatment. But if around 75% the students' achievement is good, there will be no next cycle. The result of the reflection would be used to determine what should be done in the next cycle.

## **Research Instrument and Techniques for Data Collection**

The researcher applies two kinds of instrument for getting the data in this research. The instruments used here were vocabulary test as the main source and observation as supported instrument.

### **Vocabulary Test**

Heaton (1991) stated that measure students with an opportunity to demonstrate their feeling by using their own words and ideal to communicate with the language could be used vocabulary test as a one of useful tool. There were two topics given to the students: family and things around us.

### **Types of Test**

Before writing a test it is vital to think about what it is you want to test and what its purpose is. We must make a distinction here between proficiency tests, achievement tests, diagnostic tests and prognostic tests. From <https://www.teachingenglish.org.uk/> (2020) was explained about kinds of test.

- A proficiency test is one that measures a candidate's overall ability in a language, it isn't related to a specific course.
- An achievement test on the other hand tests the students' knowledge of the material that has been taught on a course.
- A diagnostic test highlights the strong and weak points that a learner may have in a particular area.
- A prognostic test attempts to predict how a student will perform on a course.

For vocabulary test there are some kinds of test that we can choose to test vocabulary skill for young learners: 1) Complete the gaps. 2) Match the words and the

picture. 3) Match the words with the definition. 4) Choose the correct word. 5) Categories. 6) Odd one out. 7) Word building. 8) Words that go together.

The researcher conduct both oral and written test to measure the students' progress in vocabulary mastery during applying song in the teaching learning process.

### **Standardize of vocabulary test**

One method of assessment is via standardized tests of vocabulary knowledge. Standardized instruments are often used to assess students' level of vocabulary performance. This type of assessment is used in schools to compare a child's performance at an isolated point of time to normative data (Bogue, DeThorne, & Schaefer, 2014). Standardized assessments are generally administered every one to three years to assess students' growth in skills. Testing at this interval does not provide educators with timely information of their students' understanding of curriculum due to instruction or maturation over the course of the school year (Dean, Burns, Grialou, & Varro, 2006).

### **Scoring the test**

Ary et al. (2010) introduce three sources of random error that may lead to inconsistency in scores: 1. Characteristics of the individual: variations in individuals' motivation, level of fatigue, physical health, anxiety, and other mental and emotional factors may affect test results. 2. The administration procedures and conditions: administering or scoring of a test may depart from standardized procedures. 3. The testing instrument: a major threat to reliability is a test being brief.

Following Kurnia C. (2017) to find the degree of the young learners' achievement in each activity, the score of each student followed the formula:

Score	Categories	Criteria
1 *	Insufficient	10% - 39% correct
2*	Sufficient	40-% - 74% correct
3*	Satisfactory	75% - 99% correct
4*	Very satisfactory	100% correct

## **Data Analysis**

Setiyadi (2006) stated if the researcher was done to get the data analysis with following certain procedure and ready to present for create understanding to the reader and other researchers means the cycle of the research is finished.

In this data analysis, the first step did by the researcher was collecting the data after conducting the research with following certain procedure in the cycle. After the researcher got the data needed, the researcher starts to try analyzing and interpreting all the data collected from each cycle.

## **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents the findings and the discussions of the research about the implementation of children songs to improve the students' vocabulary skill. It covers preliminary study, Classroom Action Research with the phase of planning, implementation, observation and reflection. The details are following.

### **Research Process**

The research was done from January 20th until February 29th, 2020. The subject of this research is a classroom containing 15 students of Bright Kiddie Kindergarten School Surabaya in the school year 2019-2020.

#### **1. Preliminary Study**

Before conducting the research, the researcher did the preliminary study to identify the problem faced during the lesson. It included the result of students' assessment in vocabulary class, observation and pre-test. From the preliminary study, the researcher had some problems faced like; (1) the students have difficulties understand the meaning of vocabulary, (2) students were not interested in singing the songs, (3) students had difficulties sang the song with complete lyric and correct spelling, (4) some students had difficulties spelling correctly the words, (5) some of the students still had difficulties to memorize the vocabulary. According to some problems above, then the researcher implemented the song lesson plan and use it is a guideline it as a guideline technique during teaching vocabulary in her class.

## 2. The Research Implementation

Before applying song, the researcher designed along the implementation could run well. The implementation of song technique was conducted in 6 meetings in two cycles for 5 weeks. The research was began from January 20th until February 29th, 2020. The researcher has speculation if the first cycle was not achieved success, the research would continue by the researcher to second cycle by modifying lesson plan and technique to deliver the song. The implementation of each cycle in this research is described below:

### **Cycle One**

#### 1) Planning the Action

Planning of the action in this research is based on the research problem that had been faced on the preliminary study. The research instruments such as lesson plan and songs will be prepared by the researcher before applying the technique. The researcher was accompanied by the observer as long as the teaching and learning process in the classroom.

#### 2) Implementing the Action

In the first cycle start on January 20<sup>th</sup> 2020, the researcher provided two songs text with the title “reduce, reuse, recycle kids’ song” and “clean up trash song by cocomelon”. In the first meeting the researcher used the songs following the lesson plan with no modification. On the next meeting the researcher prepared some questions in brain storming.

##### 1. First Meeting

###### a. Pre-activity

Firstly, the researcher opened the activity by doing morning exercise by making circle in hall. After that the researcher gives the warming up activity to the students by asking some questions that related with the theme in following week.

###### b. Main Activity

In this part, the researcher checks students’ attendance. First the researcher asked the students about the vocabulary of songs and sing together in the class. The purpose of this activity is to make the students familiarize to the songs. The second, the teacher told

short story about the songs related to the theme. The third, students were asked to have clarification the difficult word, find the meaning of the vocabulary, give the opinion about the songs and trying to find what is the songs about. The last, students were trying to say or communicate the vocabulary in the songs with friends.

c. Post Activity

In Post activity, the students were trying to do the assessments given by the teacher. The researcher asked the students about the value of throw the rubbish into dustbin..

2.Second meeting

a. Pre-Activity

First, the researcher opened the class by singing together in the hall. The teacher asked some questions like “how do you fell today?”, “have you had breakfast?” and singing “how do you feel today”. The teacher gave brainstorming about the theme like “where should you throw the rubbish?”. the teacher asked the students sing “reduce, reuse, recycle kids song” and “ clean up trash song by cocomelon” After that the teacher said “ are you ready to start?” the students answer “yes” and jump up high than they made a line to the classroom.

b. Main activity

In this part the teacher applied the song in teaching vocabularies. First the teacher asked the students to mention the vocabulary in the white board. The purpose of this activity is to make the students familiarize to the vocabulary. The second, the researcher asked the students to re-read the vocabulary to know the meaning of the words. The third, students were asked to know the definition of the vocabulary and the examples. The last the students were trying to ask and explain the teacher’s question about the vocabulary “what is reuse?, what is recycle?”. The teacher and the students discussed about simple things they have been done with the rubbish. The teacher shows some pictures related the theme and song.

c. Post Activity

In post activity, the students were trying to demonstrate the vocabulary given with song by showing the flash card to friends. After that the teacher gave appreciation to the students. The process of reflection also can be done in this stage. During the group presentation the students were hear and know how to say the vocabulary.

### 3. The Third Meeting

#### a. Pre-activity

First, the researcher opened the class by singing together in the hall. The teacher asked some questions like “do you know what is recycling?” and singing “reduce, reuse, recycle kids song” the teachers asked more question like “where should you throw the plastic?”, “can you throw the paper in the bottle bin?” and singing “clean up trash song by cocomelon“. The teacher gave brainstorming about the theme like “where should you throw the rubbish?”. After that the teacher said “ are you ready to start?” the students answer “yes” and jump up high than they make a line to the classroom.

#### b. Main activity

In this part the teacher applied the song in teaching vocabularies. First the teacher lead the students to sing “reduce, reuse, recycle kids song” and “clean up trash song by cocomelon”. The second, teacher asked the students to mention the vocabulary which get from the song. The third, the teacher wrote the vocabulary in the white board and asked the students about the meaning. The last the students were trying to explain the teacher’s question about the vocabulary “what is reuse?, what is recycle?, example of paper, bottle, plastic rubbish”.

#### c. Post activity

In Post activity the students were trying to do the task given by the researcher. The teachers give a paper and demonstrate the instruction. Demonstrate the vocabulary given with song by showing the flash card to friends. In this part the teacher called the student to come forward one by one to do class presentation. Each student got 4 cards. The students were presenting all the cards given by the researcher correctly than they got 4 stars for this session.



#### 4) Observing the Action

The researcher found the implementation of songs on cycle one was improve students' vocabularies skill. Furthermore, the teacher as the researcher also gives more at worming up stage to dig students, prior knowledge about the vocabulary. but there were some students who still confuse how to pronounce the words. On meeting one, only few students (33,3%) understood the vocabulary related to the songs and on meeting three more than half of the students (60%) understood the meaning and remember the vocabulary

#### 5) Reflecting the Observation Result

The result of the cycle one showed that the students were easy to memorize and understand the meaning of the vocabularies by singing. On the first meeting the teacher introduces the songs to the students and implemented it. The title of the songs is “reduce, reuse, recycle kids song” and “clean up trash song by cocomelon” related with the theme of that week is recycle. Here the teacher give the brainstorming questions at first than applied the song. When the teacher try to dig the students' prior knowledge related with songs, only soe of the students tried to answer the questions. The application of first until third step can be finished well.

Based on the findings found on the first meeting, the researcher tried to give some treatment ro help students understand about the vocabulary. Firstly, the lecturer give more questions for brainstorming and show some teaching aids related with songs, than the lecturer give the students 5 questions to worming up. Furthermore, presentation was being given in the second meeting to make the students understanding the vocabularies easily.

#### 6) Revising the Plan

According to the result of pre-test, was shown 66% of the students failed to meet satisfactory score or 3 stars and 0% students got very sufficient score. It is necessary to familiarize the students with songs to gain fluently. From the result of post-test there were some student got insufficient score (1 star)

In solving the problem which were occurring on cycle one, the researcher would revise the plan for the next cycle. There are some plan that would be applied to the cycle two, first the researcher plan to give students' fun worksheet to help students memorizing the vocabularies, second the parents will get so that the students can practice the songs at home.

## **Cycle Two**

### **1) Planning the Action**

The planning action on cycle two was based on the problems found on cycle before. In this cycle, the researcher used the students' fun activity to help the students memorize vocabularies. The researcher also provides the link of the song related to the theme and shared on the early week. The last, researcher plan a role play to evaluate the students' performance in improving their vocabulary ability.

### **2) Implementing the Action**

In cycle two, the researcher provided two songs with the title "5 little birds 3 by cocomelon" and "once I saw students' a little birds". On cycle two the researcher prepares the students' worksheet, teaching aids, and students' assessment.

#### **1. The First Meeting**

This meeting was conducted on Monday, 17th of February 2020. The time allotment was 30 minutes. The songs were applied in this meeting. The title of the songs are "5 little birds 3 by cocomelon" and "once I saw a little birds". The scenario of the meeting was described below;

##### **a. Pre-activity**

First, the researcher opened the class by greeting the students. After that the teacher give worming up situation to the students by asking some questions that correlated with songs that are going to sing. For example, "have you ever see a bird?", "can the birds fly?", "how to the birds fly?", etc. Than the teacher lead them to sing "5 little birds 3 by cocomelon" and " once I saw a little birds". The teacher sings slowly so the students can follow the songs.

##### **b. Main activity**

On the first meeting in cycle two there are some steps that related with song technique that would be applied in the class. First, the researcher provides the students with song worksheet to help them understand the vocabulary. The second, students were understood how to pronounce the words. The students can utterance opinion related with the vocabulary. The last the students were trying to mention the vocabulary.

c. Post Activity

In the post activity, the students were trying to remember the vocabulary by doing some assessment given by the researcher. Here the researcher asked the students to mention the vocabulary and the meaning to gain fluency. The students mention the vocabulary and the other students have been listened all the vocabulary.

## **2. The Second Meeting**

The meeting was conducted on Thursday, 19th of February 2020. The time allotment was 30 minutes. The songs were still applied in this meeting. The songs used in this meeting are “5 little birds 3 by cocomelon” and “once I saw a little birds”. Glossaries and brainstorming questions were provided in this meeting. Beside that based on the observation of previous meeting, the lecturer also give the movement to make the students easy to remember the songs. The steps of the second meeting were described as follows:

a. Pre-activity

First, the lecturer opened the class by greeting the students and then checking the attendance list. After that the researcher give the brainstorming to the students by asking some question that related with the song that are going to sing. For example, “do you have pet?”, “mention an animals that can fly?”, “ guest what I mean, small, cute, like to sitting on the tree, like to eat seeds, Can fly. What is that?”, and “ imitate how do the birds are chirping? ”. Those questions were given to dig the students’ knowledge about the song.

b. Main activity

In this part the lecturer explaining the vocabularies that related with the text. The first, the students are singing the songs by them self. The second, the teacher show some

pictures related with the songs to check the students' vocabulary knowledge. The teacher asked the students and they mention one by one about the vocabularies. The third, the students are taking the card that mention by the teachers and show to their friends.

c. Post activity

In post activity the researcher gave the assignment to gain the students vocabulary knowledge. Here the lecturer ask them to do assignment called "magic word" by following the points below; asked the students to make group, each 5 students. Than the teacher show the card to the first students and she/he whispered to the second students and so on until the last student. After that the last student takes the card in front of the teachers according to the word whispered before. If the team doing the right thing they will get sticker, if they are doing wrong thing they should sing the song together with the movement.

3) Observing The Action

On cycle 2, after having reflection on the previous meeting, the teacher give another treatment in order to have a good class condition and students' understanding in understanding the vocabularies. On cycle two meeting one the researcher provide the students with students' worksheet in the class activities for vocabulary part to know how far they understand about the vocabulary given.

On cycle two meeting two, the researcher did almost the treatment as in meeting one but in the end the students gave an exercise to make the students confidence with their ability braver. The assessment called 30 minutes games. Here the students were asked to recognize the characteristic of birds that related with the song.

4) Reflecting the Observation Result

The using of songs on cycle two was already improving the students' vocabulary ability. The students already know how to spell the word by finishing their worksheet. They also improve their fluency to say the words. Students' role play performed in group activity increase their self-confidence to speak with other students. On meeting one more than half of the students (53,3%) did the worksheet correctly and fin , on meeting two almost the students (86,6%) were already did worksheet based on teacher's instruction.

## **The findings of pre-test, post-test 1 and post-test 2**

The final students' vocabulary achievement was obtained from vocabulary assessment rubric for each component from four rates. 4 stars were the highest, 3 stars were satisfied, 2 stars were sufficient and 1 was the lowest achievement. Besides, from each vocabulary test achievement, the researcher presented the percentage for each test to find out the improvement from pre-test to post-test 2. The figures could be seen on appendix.

## **Test of Validity and Reliability of Research Instrument**

### **A. Validity Test**

To see the validity of test indicators' the researcher referring to Combach Alpha's output. Correlated Item and Total Correlation Column displayed compare with  $r_{table} = 0.413$  (Imam Gozali, 2013). The data of validity level and indicator could be specified if the data showed that  $r_{arithmetic}$  bigger than  $r_{table}$  = valid,  $r_{arithmetic}$  bigger than  $r_{table}$ =invalid.

That tabled showed data each score (pre-test, post-test1 and post-test2),  $r$  count is bigger than the value of  $r_{table}$  ( $r_{value} > r_{table}$ ). Those indicators can be used to declared weather each variable of the pre-test, post-test1 and post-test2 is valid as the measuring instrument.

### **B. Reliability Test**

The reliability of the test measuring used facilitated of SPSS by using statistical test *Cronbach Alpha* ( $\alpha$ ). Each variable will be said reliable if the value of *Cronbach Alpha*  $> 0.70$  (Nunnaly, 1994).

The value of *Cronbach Alpha* in all variables of pre-test, post-test 1 & 2 is gather than 0.700, so that it can be concluded the indicators used on the test were all consider reliable or can be used as the variable measurement instrument.

## **Discussion**

A.Kuśnerek and M.Derenowski (2016) said "Music has always played a big part in society because it has been present with people during important events and in many different places". Songs have also found niche in English classrooms.

“The use of song and movement had a positive impact and supported my kindergarten students in their sight word acquisition”(Martin, Katy.2017). The use of song became positive learning strategies that increased sight word identification and helped my struggling students flourish in the classroom.

This research is intended to improve the students' vocabulary ability from Bright Kiddie Kindergarten Surabaya by using song. The result of this study showed that the songs could give the absolute improvement and positive value for the students' vocabulary ability.

Students' improvement can be shown from the students' achievement of post-test 1 and post-test 2 after implementing the songs. In pre-test the achievement was 66,7 % below standard, in post-test1 the achievement was 40% below standard and in the post-test the achievement was 13,3% below standard. From the data has been shown after the implementation of songs, the students achievement in post-test 1 and 2 was increase.

## **CONCLUSION AND SUGGESTIONS**

This chapter presents conclusion and suggestions regarding to the implementation of songs at Bright Kiddie Kindergarten School which might be useful for educational practitioners, English teachers, and fellow researchers who might be interested in the similar topic of songs.

### **Conclusion**

From the experiment above, here some benefit using songs in teaching young learners; used for getting calm and pleasant in class situation, playing fun games, changing the activity while deliver new vocabulary. Young learners could be increasing interest, motivation and be active during the class. This research used English Children Songs to increase students' vocabulary mastery. There were two conclusions getting from this research finding and the data analysis; Firstly, by using English song in teaching learning process could increase students' vocabulary ability. The secod, students fell fu in learning English. In cycle one result showed that young leaners' achievements increase after the teacher using songs. The achievement of pre-test was 0 student got very satisfy

the achievement of post-1 was 60% students doing well. In cycle two, the achievement increase become 86,7 % got satisfy and 0 students got insufficient achievement. It occur increasing amount 26.7 % from the pre-test one and pretest two about students who is doing well in this research. Base on the result in both of cycles above shown that there was significant increasing from students' achievement in learning vocabulary b using songs. The students also fun to sing the song all day long. Cite from Kurnia Cicih (2017) if the average from young learners' score around 75 it could be the researcher was success in conducting the research (Herawati Susilo (2009). According to the opinion the researchers decided to stop the cycle of this research because the students' achievement was satisfy in this research.

### **Recommendation**

Conclusion got from this research is recommendation for teachers, parents and the future researchers. The teachers could be use English song and the movement to teach and introduce English vocabulary based on the theme for young learners' student. Using song was easy to implement in teaching learning process. Songs can be combined with others technique in teaching young learners such as, using games, flashcard, cue card, or applying body movements. In young learners' education, the big contribution and control is from the parents whereas the teaching learning will be success or not. While reviewing in practicing and increasing vocabulary the lesson from the school at home, the parents suggest using English song which teaches in the class by the teacher. The bounding between parents and children also increase automatically when they do fun activity. From this research the researcher is getting result that by using song teacher could upgrade the young learners' vocabulary ability and their self-confidence in the class. It is possible for the future researcher to use this research result as a reference for direction the research in the same topic.




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## Appendix













### Post-test 1 worksheet

	Name : _____	Mark : _____	Signature	
	Day : _____		Teacher	Parent
	Date : _____			

### Recycle


Are items B recycled from items A? Draw smile if yes and sad if no.

A	B	
		
		
		
		

© 2010 All rights reserved about renewable materials and things made of recycled materials.

Activate Windows  
Go to Settings to activate Windows.

## Post-test 2 Worksheet

	Name _____	Mark _____	Signature _____	
	Day _____		Teacher _____	Parent _____
	Date _____			

### Birds

Match and color the bird to the name.

parrot

vulture

goose

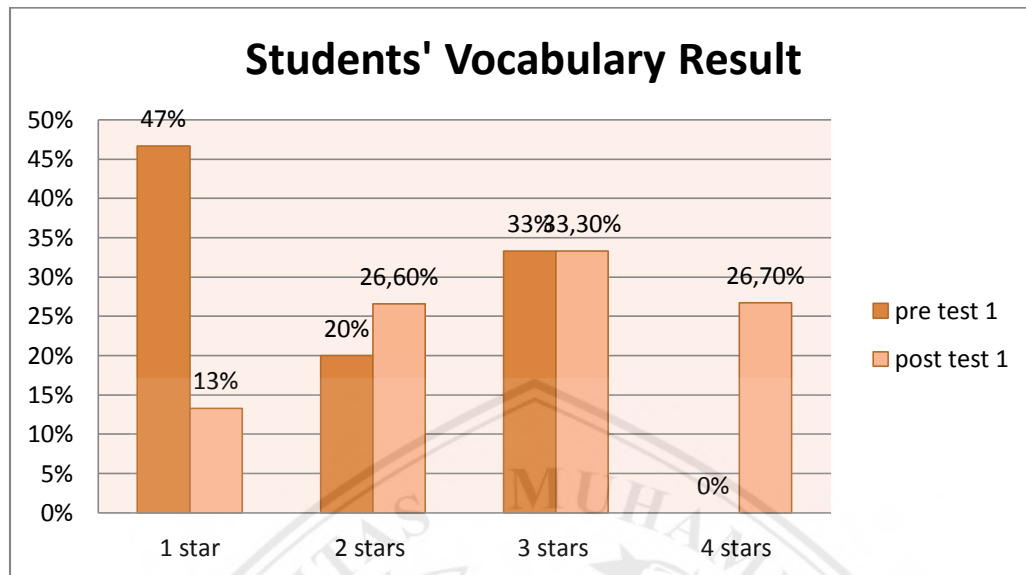
peacock

turkey

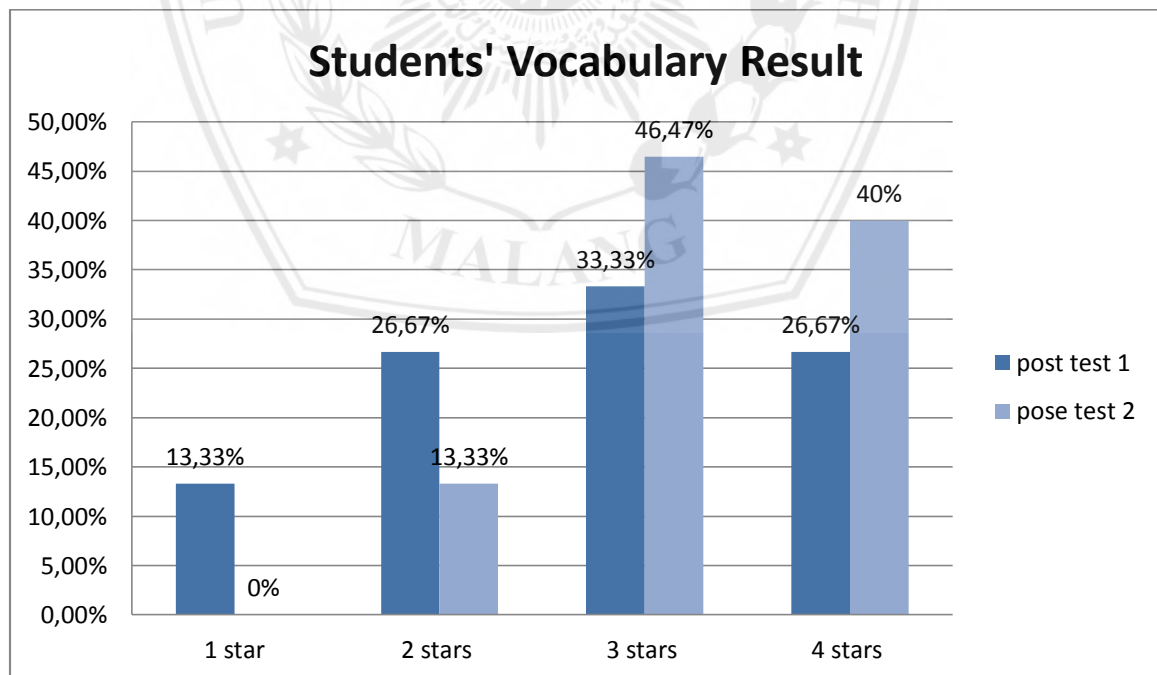
owl



## Result of Pre-Test and Post-Test 1



## Result of Post-Test 1 and Post-Test 2



### The Result of students' vocabulary skills Pre-test, Post-test1 & Post-test2

